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ABSTRACT

This survey primarily examined partnerships between public schools and outside sponsors in 1987-88. Only entities whose primary focus was not elementary or secondary education were considered to be outside sponsors. The survey specifically focused on the number of public schools participating in education partnerships, the number of partnerships, the ways in which they were initiated, the types of support they provided, areas for which support was targeted, and the types of support and target areas for which principals would prefer to see increased private support. Frequencies were tabulated for the number of public schools participating in education partnerships and the number of partnerships. In addition, percentages were tabulated for the number of schools and students participating in education partnerships and the types of partnerships in schools. Percentages describing the 1987-88 demographic characteristics in schools participating in educational partnerships were collected according to geographic region, metropolitan status, instructional level, size of school enrollment, and percentage of students eligible for free or reduced-price lunches. Nineteen tables and the survey form are provided. (JAM)

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Survey Report February 1989

EDUCATION PARTNERSHIPS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

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Survey Report February 1989

EDUCATION PARTNERSHIPS IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

Sheila Heaviside
Elizabeth Farris
Westat, Inc.

Data Series:
FRSS-32

U.S. Department of Education
Office of Educational Research and Improvement CS 89-060

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Highlights

- Between 1983-84 and 1987-88, the number of education partnerships in public elementary and secondary schools rose from 42,200 to 140,800. During this period, the rate of partnership participation among the Nation's public elementary and secondary schools increased from 17 to 40 percent.

- Over 9 million students--24 percent of all public school students--were directly involved in education partnerships.

- Public school principals were the primary initiators of partnership arrangements, and businesses were the most frequent sponsors.

- The two most frequent types of support provided by education partnerships were:

  - Guest speakers, special demonstrations, or use of partners' facilities or equipment (including tours), and

  - Special awards, scholarships, or incentives for students.

- Principals would like increased support in these same areas. In addition, principals indicated a preference for donations of computers, other equipment, or books.

- Schools with high poverty were more likely to have partnerships than those with low levels of poverty.

- Proportionately more secondary schools than elementary schools participated in education partnerships. However, elementary schools reported a higher percentage of student involvement in partnerships.

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Background

Historically, schools and their communities have worked together to strengthen the educational system and to acquaint students with the world of work and community responsibility which they will someday enter. One way that schools and the outside community are working together is through education partnerships: arrangements between schools and outside sponsors designed to share resources, with the ultimate objective of advancing student learning. Generally, these arrangements are designed to be mutually beneficial for the school and sponsor.

While schools and the community have traditionally worked together, these activities have been of interest to many groups and organizations over the past few years. In addition, the Office of Private Sector Initiatives (PSI) in the U.S. Department of Education has given national recognition and encouragement to these activities. In order to discover the scope of partnership participation and activity, PSI requested this survey, performed under contract by Westat, Inc., for the National Center for Education Statistics (NCES), U.S. Department of Education, through its Fast Response Survey System (FRSS).[1]

The focus of the survey was on partnerships between public schools and outside sponsors in 1987-88: the number of public schools participating in education partnerships, the number of partnerships, the way in which they were initiated, the types of support they provided, areas for which support was targeted, and the types of support and target areas for which principals would prefer to see increased private support. In addition, the survey obtained the number of partnerships and the percentage of schools participating in partnerships in 1983-84.

Only entities whose primary focus was not elementary or secondary education were considered to be outside sponsors for the purposes of the survey. Thus, activities sponsored by PTAs and parent volunteers were excluded from the survey. Arrangements between businesses and vocational education programs were also excluded.

Percentages for school and student participation in education partnerships are based on all public schools. Percentages of schools having various types of partnerships are based only on schools that participated in education partnerships (17 percent of schools in 1983-84 and 40 percent for 1987-88). Data regarding the percentage of partnerships having various characteristics and the percentage of schools participating in partnerships of various kinds were collected only for 1987-88 and are presented for all schools with partnerships and by the following characteristics: geographic region, metropolitan status,[2] instructional level,[3] size of school enrollment, and percentage of students eligible for free or reduced-price lunches.[4]

School Participation in Education Partnerships

Through education partnerships, schools have an opportunity to share in resources held by business, industry, and the community. In 1987-88, 40 percent of the Nation's public elementary and secondary schools were involved in education partnerships providing a variety of support (table 1).[5]

Participation in education partnerships varied by different school characteristics: region, metropolitan status, instructional level, size, and poverty level. In 1987-88, the proportion of schools with partnerships was greater in the Southeast region of the country than elsewhere (54 percent vs. 32 to 39 percent in other regions) (table 1). Partnerships were also more prevalent in urban (51 percent) and suburban schools (44 percent), compared with rural schools (31 percent).

Proportionately more secondary schools (46 percent) had education partnerships than elementary schools (36 percent). The percentage of schools with partnerships increased with size of enrollment. Participation ranged from less than one-third (28 percent) of small schools (enrolling fewer than 300 students) to more than half (57 percent) of large schools (enrolling 1,000 or more students). The rate of school participation in partnerships was greater among schools reporting high levels of poverty (41 percent or more of students eligible for free or reduced-price lunches) than those with low levels of poverty (10 percent or less of students eligible for free or reduced-price lunches). Forty-five percent of high poverty schools had education partnerships, compared with 34 percent of low poverty schools.

Overall, school participation in partnerships rose--from 17 to 40 percent--from 1983-84 to 1987-88, with schools in the Southeast experiencing the largest increase.

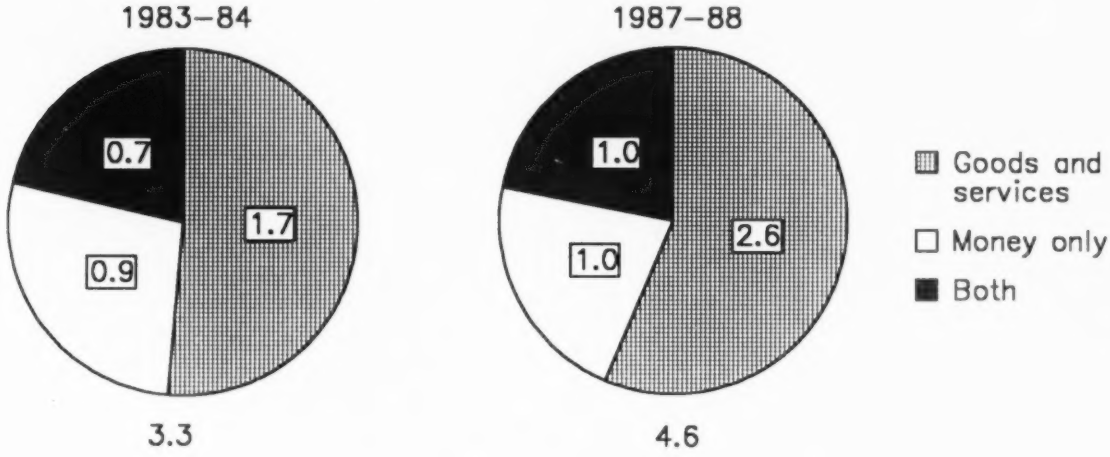
Number of Education Partnerships and Means of Support

A total of 140,800 partnerships provided support to public elementary and secondary schools in 1987-88 (table 2). Of these partnerships, 57 percent provided only goods and services, 22 percent provided only money, and 21 percent provided both money and goods and services (table 3).

Proportionately more partnerships in urban schools provided only goods and services (69 percent), compared with rural schools (46 percent). However, a larger percentage of partnerships in rural schools provided money contributions (36 percent) than those in urban and suburban areas (11 and 14 percent, respectively).

On average, there were 4.6 partnerships per school, including 2.6 providing goods and services, 1.0 providing money, and 1.0 providing both (figure 1). A majority of schools (66 percent), however, had fewer than four partnerships in 1987-88; about one-third (35 percent) had only one partnership (not shown in tables).

Figure 1.--Mean numbers of education partnerships in public elementary and secondary schools providing support through various means during 1983–84 and 1987–88: United States, 1987–88



Note: Means are based on number of partnerships in public schools with education partnerships--40 percent of all public schools.

Between 1983-84 and 1987-88, the number of education partnerships in public school more than doubled: from 42,200[6] to 140,800 (table 2).

Student Involvement in Education Partnerships

Nationwide, 9.3 million students were directly involved in partnerships during the 1987-88 school year (table 4).[7] This figure represents 24 percent of all public school students.

Schools in the Southeast reported the largest percentage of students directly involved in education partnerships. About one-third (35 percent) of students attending public schools in the Southeast were directly involved in education partnerships, compared with 17 to 24 percent of students in other regions of the country. Students attending urban schools were more likely to be involved in education partnerships than those in rural schools. Twenty-eight percent of urban school students were directly involved in education partnerships, compared with 19 percent for students in rural schools.

Although secondary schools were more likely to have partnerships, elementary schools reported a slightly higher percentage of student involvement in partnerships (27 percent compared with 20 percent in secondary schools). Additionally, the rate of student participation in partnerships was greater in schools reporting high levels of poverty than in low poverty schools. While 29 percent of students in high poverty schools were directly involved in education partnerships, only 18 percent of students in low poverty schools were involved.

Sponsors of Education Partnerships in Public Elementary and Secondary Schools

In addition to obtaining information about school participation, the survey obtained information about partnership sponsors. While schools can enter into partnerships with a wide spectrum of sponsors, 52 percent of all partnerships were sponsored by businesses (table 5). Small businesses sponsored 22 percent of all education partnerships, medium-sized businesses sponsored 16 percent, and large businesses accounted for 14 percent.[8]

The next largest group of sponsors was civic organizations or service clubs, which sponsored about 16 percent of the Nation's partnerships. The remaining partnerships were sponsored by individuals (8 percent), colleges or universities and government agencies (7 percent each), business organizations (e.g., Chamber of Commerce) (5 percent), foundations (3 percent), religious organizations (1 percent), and others (1 percent).

Overall, 70 percent of schools were in partnership with a business during 1987-88 (not shown in tables). Thirty-nine percent of public schools had a large business sponsor, 30 percent had a medium-sized business sponsor, and 34 percent had a small business sponsor

(table 6). Thirty-two percent of schools had a partnership sponsored by a civic organization or service club.[9]

From 16 to 20 percent of schools reported having business organization, government agency, or college or university sponsors. Fewer schools had partnerships sponsored by foundations (10 percent) or individuals (9 percent); least frequently cited were religious organizations (3 percent).

Several differences in business sponsorship were found across regions, instructional level, and school size. Regionally, schools in the Southeast were more likely to participate in partnerships sponsored by medium-sized businesses (39 percent) than Northeast schools (22 percent). They also participated in proportionately more partnerships with small businesses (46 percent) than schools in the Northeast (22 percent) and Central region (27 percent).

Small business sponsors were more prevalent in rural schools than in their urban counterparts. While 41 percent of rural schools had partnerships with small businesses, only 25 percent of urban schools reported this sponsorship.

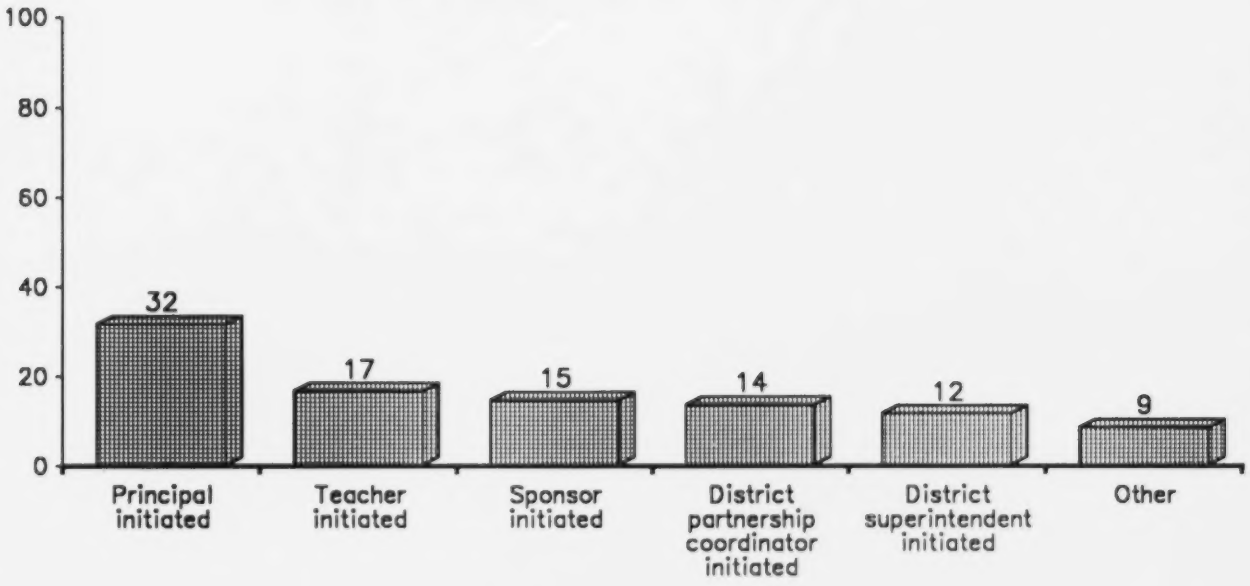
The presence of large business sponsors increased with size of enrollment, ranging from 29 percent in small schools to 53 percent in large schools. Proportionately more large schools also had medium-size business sponsors (42 percent) compared with small (26 percent) and medium-size schools (28 percent).

Some other differences were found across types of schools. More than one-third of Northeast schools (35 percent) had a college or university sponsor, compared with 11 percent in the Southeast. Secondary schools were more likely to participate in partnerships sponsored by business organizations than elementary schools: 23 percent compared with 12 percent.

Initiation of Education Partnerships

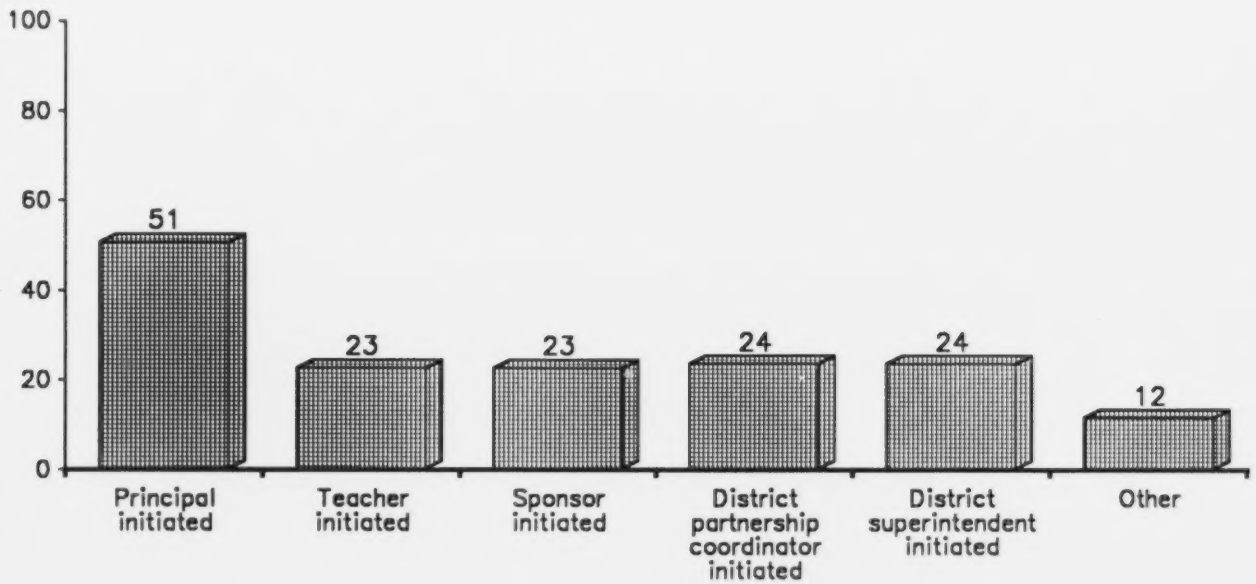
Public school principals initiated almost one-third (32 percent) of all 1987-88 partnerships (table 7). From 12 to 17 percent of partnerships were initiated by teachers, sponsors, district partnership coordinators, and district superintendents (figure 2a).

Figure 2a.--Percentage of education partnerships in public elementary and secondary schools, by source: United States, 1987–88



About half (51 percent) of all schools with partnerships participated in a partnership initiated by a principal (figure 2b). From 23 to 24 percent of schools participated in partnerships sponsored by district superintendents, district partnership coordinators, teachers, and outside sponsors.

Figure 2b.--Percentage of public elementary and secondary schools participating in education partnerships, by source: United States, 1987–88



Types of Support Provided Through Education Partnerships

Education partnerships can provide a wide variety of support to schools, such as providing guest speakers or demonstrations; donating computers, other equipment, or books; and contributing employees as teachers. Principals were asked which of 11 specified types of support schools received through education partnerships (see attached questionnaire for list). Since a given partnership may provide more than one type of support, partnerships were counted for each type of support provided; therefore, percentage of types of support add to more than 100 percent. In addition, principals indicated the three types of support they would prefer to see increased.

Support Received in 1987-88

The two most prevalent types of support were guest speakers, special demonstrations, and use of the partner's facilities or equipment (45 percent of partnerships); and special awards, scholarships, or incentives for students (44 percent) (table 9). The majority of schools with partnerships received these types of support: 73 percent had one or more partnerships providing guest speakers, special demonstrations, or use of partner's facilities or equipment, and 62 percent had partnerships providing awards, scholarships, or incentives for students (table 10).

The other types of support provided through partnerships were less frequent, ranging from 6 percent of partnerships providing grants for teachers to 17 percent offering assistance (other than tutoring) for students with special needs (table 9). Donations of computers, books, and equipment (other than band or athletic equipment) were provided by 14 percent of partnerships.

Principals' Preferences for Increased Partnership Support

About half of the principals would like more awards, scholarships, or incentives for students (52 percent); 45 percent wanted more donations of computers, other equipment or books; and 39 percent wanted more guest speakers, demonstrations, or use of partners' facilities or equipment (table 11). Academic tutoring of students was preferred by 33 percent of principals.

Other types of support were favored as follows:

- Assistance for students with special needs (26 percent);
- Grants for teachers (23 percent);
- Professional development for school staff (23 percent);
- Work-studies or summer employment for students (19 percent);
- Special awards for teachers or school (16 percent);

- Contribution of employees to teach (11 percent);
- Service on education committee or task force (6 percent).

Public school principals preferred increased student awards, scholarships, and incentives (52 percent) over teacher or school awards (16 percent). They were more interested in academic tutors (33 percent) and in assistance for students with special needs (26 percent) than in work-studies or summer employment for students (19 percent).

Principals were more likely to favor increases in grants for teachers than in contributions of sponsors' employees as teachers (23 percent vs. 11 percent). In addition, principals were more likely to want sponsors to provide guest speakers, demonstrations, or use of their facilities or equipment (39 percent) than to serve on education committees (6 percent).

Almost half of urban school principals (47 percent) would like to see increased academic tutoring for their students, but only 26 percent of suburban and rural schools were interested in this support. Rural school principals, however, were more interested in work-studies or summer employment for their students (26 percent), compared with principals in suburban schools (13 percent). Proportionately more principals in suburban schools than those in urban or rural schools were interested in guest speakers, demonstrations, or use of partner's equipment or facilities, (47 percent compared with 33 and 36 percent, respectively).

Principal preferences also differed somewhat depending upon the instructional level of their schools. Secondary principals were more interested in work-studies or summer employment for their students, while elementary principals more strongly favored donations of computers and other equipment.

Differences were also found by various levels of poverty. Principals in schools with high levels of poverty were more likely to prefer increases in tutoring programs than those in schools with low levels of poverty. Principals in high poverty schools were less likely, however, to want an increase of partnerships for the professional development of school staff.

Areas Targeted by Education Partnerships

The survey also obtained information on how the partnerships were used, that is, what areas of the school curriculum or program were targeted by these partnerships. The eight areas specified were: math or science, reading or writing, arts or humanities, civic or character education, career awareness, dropout prevention, disadvantaged, and drug prevention. Schools were asked to indicate a primary target area for each partnership using the categories above. Since some partnerships targeted areas other than the eight specified, the total number of targeted partnerships does not add to the total partnerships.

After indicating which areas were targeted by current partnerships, principals indicated the three areas they wished to targeted in the future.

Current Target Areas

Overall, the largest proportion of partnerships targeted academic areas--31 percent of all partnerships targeted math or science (12 percent), reading or writing (12 percent), and arts or humanities (7 percent) (table 12). An additional 17 percent targeted career awareness and 16 percent targeted character education. Smaller numbers of partnerships were designed to target drug prevention (7 percent), dropout prevention (5 percent), or the disadvantaged (4 percent).[10]

Nationally, the highest percentage of schools (41 percent) target one or more partnership for civic or character education (table 13). From 31 to 35 percent of schools targeted partnerships, in ascending order, to math or science, reading or writing, and career awareness.

Partnerships targeting reading or writing showed the widest variations among different types of schools. Elementary schools, small schools, and schools in the Northeast were more likely to target reading or writing than secondary schools, large schools, and schools in other regions. Secondary schools and large schools targeted career awareness more frequently than elementary schools and small or medium-sized schools.

Use of partnerships for drug prevention occurred more often in rural schools than in urban schools. While about 26 percent of all rural schools with partnerships reported private support for drug prevention, only 14 percent of those in urban areas had drug prevention partnerships.

Principals' Preferred Target Areas for Increased Private Support

While math or science and reading or writing were targeted by about one-third of schools, slightly more (46 and 45 percent, respectively) would like to target these areas in the future (table 14). For drug and dropout prevention, the differences between current target areas and areas for increased support were even greater. Although only 13 percent of schools participated in partnerships targeting dropout prevention, 37 percent indicated this was an area for which they would like increased private support. Similarly, while only 21 percent of schools targeted partnership support for drug prevention programs, 43 percent would want this for the future.

Of the academic target areas, principals favored increased support for math or science and reading or writing, rather than for the arts or humanities. Drug and dropout prevention programs were preferred to those for the disadvantaged.[11]

Elementary and secondary school principals differed widely regarding the areas for which they wanted increased support. Elementary school principals were more likely to want partnerships that target math or science, reading or writing, and arts or humanities. Principals in secondary schools, however, more frequently indicated a preference for increased private support directed at career awareness, dropout programs, and drug prevention programs.

Principals in schools with moderate and high levels of poverty wanted more private support for dropout prevention programs, compared with principals in low poverty schools. Regarding increased support directed toward the arts and humanities, this pattern reversed.

Other Facets of Partnerships

Other items dealt with motives for forming partnerships, services schools provided for sponsors, district administration, partnership evaluation, and comparison with past school-community activities.

Reasons Schools Enter into Partnerships

A desire to foster school-community cooperation was the primary reason for 32 percent of schools, while 27 percent were primarily interested in providing incentives or rewards for students, and 23 percent were motivated by the desire to supplement curriculum or staff (table 15). Relatively few schools indicated that providing additional equipment or facilities (11 percent), rewards or training for teachers (6 percent), or State policy or incentives (1 percent) were primary reasons for participation.

Services Schools Provide to Sponsors

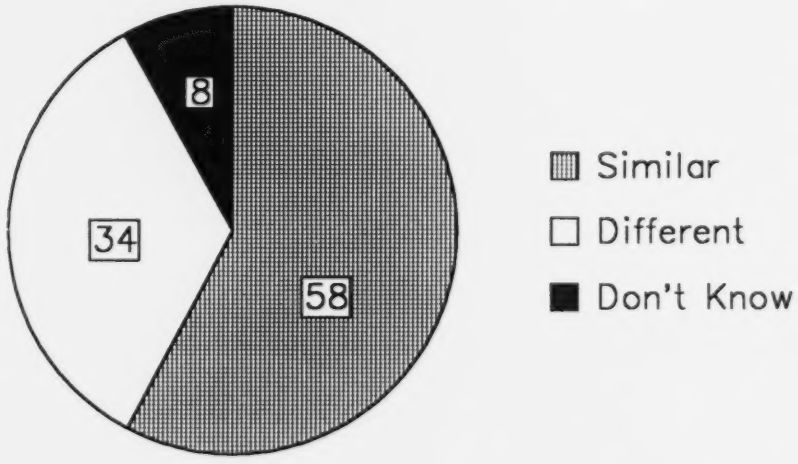
Almost all (95 percent) schools with partnerships provided services or resources for their sponsors (table 16). Recognition programs were most common--provided by 74 percent of schools. A majority of schools (66 percent) allowed sponsors to use school facilities or equipment, and 42 percent provided school staff to assist sponsors with employee training (e.g., basic skills training).

Partnership Administration in Public Schools

Almost half of schools with partnerships (49 percent) indicated that there was an employee at the district level with primary responsibility for building and sustaining partnerships (table 17). Forty-five percent of schools indicated that their partnership programs had a built-in evaluation system, and more than one-fourth (28 percent) indicated that their sponsors were involved in policy development affecting the school.

Historically, schools and businesses or other outside sponsors have joined to promote academic achievement. A majority of principals (58 percent) perceived their current partnerships as similar to the kinds of activities their schools and communities have traditionally done together (figure 3). One-third (34 percent) thought current partnerships were different from traditional activities, and 8 percent did not know.

Figure 3.--Percentage of public schools indicating the way in which education partnerships compare to traditional school–community activities: United States, 1987–88



Note: Percentages based on public schools with partnerships--40 percent of all public schools.

Survey Methodology and Data Reliability

In early May 1988, questionnaires (see attachment) were mailed to a national probability sample of 1,574 regular public elementary and secondary schools from a universe of approximately 80,000 regular public schools. Telephone followup of nonrespondents was initiated in late May, and data collection was completed in June. The overall response rate was 96 percent: 1,495 of 1,551 eligible schools (most of the 23 ineligible schools had closed). Among the respondents, 666 had partnerships in 1987-88. Schools with partnerships completed the rest of the questionnaire; those without partnerships answered three items about school characteristics. Item nonresponse was low--1 percent or less for most items. The exceptions were items requiring recall of previous partnerships. Four percent of all schools did not know if their schools had partnerships in 1983-84. Of those that had partnerships in 1983-84, 7 percent did not know whether the partnerships involved goods and services, money, or both.

The sampling frame used for the survey was the 1986-87 Public Elementary/Secondary School Universe. The sample was stratified by enrollment size of school (less than 300; 300-999; 1,000 or more), size of district (less than 2,500; 2,500-9,999; 10,000 or more) and instructional level (elementary, secondary). Within the sampling strata, schools were further sorted by OE region (Northeast, Central, Southeast, and West), and metropolitan status. The allocation of the sample to particular size and instructional level classes was made in a manner that was expected to be reasonably efficient for national estimates, as well as for estimates for major subclasses. Schools within a stratum were sampled with equal probability. The survey data were weighted to reflect these sampling rates (probability of selection) and were adjusted for nonresponse. Numbers in the tables and text have been rounded. Percentages and averages have been calculated based on the actual estimates rather than the rounded values.

The standard error is a measure of the variability due to sampling when estimating a statistic. It indicates how much variance there is in the population of possible estimates of a parameter for a given size sample. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, for the percentage of public schools participating in education partnerships during 1987-88, the estimate for all schools is 39.7 and the standard error is 1.1. The 95 percent confidence interval for this statistic extends from 39.7 - (1.1 times 1.96) to 39.7 + (1.1 times 1.96) or from 37.5 to 41.8.

Estimates of standard errors were computed using a variance estimation procedure for complex sample survey data known as jackknife. Table 18 presents standard errors for some statistics. Standard errors for statistics not included in this table can be obtained upon request.

For categorical data, relationships between variables with 2 or more levels have been tested using chi-square tests at the .05 level of significance, adjusted for average design effect. If the overall chi-square test was significant, it was followed with tests using a Bonferroni t statistic, which maintained an overall 95 percent confidence level or better.

Some of the variables used to classify schools were correlated (such as poverty level and metropolitan status and poverty level and region). However, the sample size of this survey limits our ability to understand the full multivariate nature of the responses by correlated classification variables.

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and usually require that an experiment be conducted as part of the data collection procedures or the use of data external to the study.

Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. During the design of the survey and survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire was pretested with respondents like those who completed the survey, and the questionnaire and instructions were extensively reviewed by NCES, the Committee for Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers, and by the Office of Private Sector Initiatives in the U.S. Department of Education. Manual and machine editing of the questionnaires was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone; data were keyed with 100 percent verification.

Data are presented for all schools and by the following characteristics: region, metropolitan status, instructional level, size of enrollment, and percent of students eligible for free or reduced-price lunches. Metropolitan status (urban, suburban, rural) of the school was obtained on the survey; for the small number of schools that did not respond to this item (fewer than 1 percent), the metropolitan status of the school district was assigned. Instructional

level is defined as follows: elementary schools are those in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools are those in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools are those in which the lowest grade is less than 6 and the highest grade is greater than 8. Combined schools are not presented as a separate instructional level, because their number is so small (19 in the FRSS sample). For size of enrollment--small schools are those with fewer than 300 students, medium-size schools are those with 300-999 students, and large schools are those with 1,000 or more students.

Percentage of students eligible for free or reduced-price lunches was obtained on the survey and used as an approximate measure of socioeconomic status. Schools were classified as those with low poverty (10 percent or less of students eligible for free or reduced-price lunches), medium poverty (11-40 percent of students eligible for free or reduced-price lunches), and high poverty (41 percent or more of students eligible).

Region classifications are those used by the Bureau of Economic Analysis of the U.S. Department of Commerce, the National Assessment of Educational Progress, and the National Education Association. The Northeast includes districts in Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The Central region includes districts in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The Southeast includes districts in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The West includes districts in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

The survey was performed under contract with Westat, Inc., using the Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Survey Manager was Sheila Heaviside. Fay Nash was the NCES Project Officer. The data requester, who participated in the survey design, was Shannon Sorzano of the Office of Private Sector Initiatives, U.S. Department of Education. FRSS was designed to collect quickly, and with minimal burden on respondents, small quantities of data needed for education planning and policy.

The reviewers were Lisa Avallone, Robert Burton, Charles Cowan, Judi Fries, Ralph Lee, and Shannon Sorzano, U.S. Department of Education, and Marsha Levine, American Federation of Teachers.

For information about this survey or the Fast Response Survey System, contact Fay Nash, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208, telephone (202) 357-6754.

Some additional sources on education are listed below for interested readers.

Dale Mann, "All That Glitters: Public School/Private School Sector Interaction in Twenty-Three U.S. Cities." Report prepared for EXXON Education Foundation. New York, September 1984.

Charol Shakeshaft and Roberta Trachtman, "Business as Usual: Exploring Private Sector Participation in Amercan Public Schools." Paper presented at the annual meeting of the American Educational Research Association. San Francisco, April 16-20, 1986.

Footnotes

[1]NCES's Fast Response Survey System is a special service that, upon request, quickly obtains, from nationally representative samples, policy-relevant data from short surveys to meet the needs of U.S. Department of Education policy officials.

[2]The metropolitan status of each school (urban, suburban, rural) was obtained on the survey; for schools that did not respond to this item (less than 1 percent), the metropolitan status of the school district was assigned.

[3]Data for the 19 schools in the sample that combine elementary and secondary grades are not reported in the text or tables, because the sample size is so small.

[4]The percentage of students eligible for free or reduced-price lunches was obtained on the survey and used as an approximate measure of socioeconomic status (SES).

[5]Because the estimates are based on a statistical sample, there may be differences between the responses of the sample and those that would result from a survey of the entire population. Standard errors for selected statistics are included in table 18.

[6]Seven percent of schools with partnerships during 1983-84 were unable to provide the number of partnerships. Thus, the survey undercounted the number of partnerships for 1983-84. Assuming these schools were similar to other schools with partnerships, the mean value was imputed for these. This added 1,829 partnerships to an original estimate of 40,400 for a total of about 42,200 partnerships during 1983-84.

[7]It should be noted that the percentages of students directly involved in education partnerships are based upon principal reports. Because of the diversity of partnership activities, direct involvement was not defined for principals.

[8]For the purposes of the survey, large businesses were defined as those with more than 500 employees, medium-size businesses were those with 50 to 500 employees, and small businesses were those with fewer than 50 employees.

[9]Many schools participated in more than one partnership and thus could have more than one type of sponsor. The survey obtained data for each sponsor. Thus, percentages of schools having partnerships sponsored by various sources do not add to 100 percent.

[10]It should be noted that some of these categories were not mutually exclusive. For example, programs aimed at dropout prevention might also be considered programs for the disadvantaged.

[11]It should be noted that some of these categories were not mutually exclusive. For example, programs aimed at dropout prevention might also be considered programs for the disadvantaged.

Table 1.--Number and percentage of public schools participating in education partnerships and mean number of partnerships during school years 1983-84 and 1987-88, by school characteristic: United States, 1987-88

School characteristic	1983-84			1987-88		
	Number of schools	Percent of schools	Mean number of partnerships	Number of schools	Percent of schools	Mean number of partnerships
Total	12,900	17	3.3	30,800	40	4.6
Region						
Northeast	2,200	16	2.8	5,400	37	4.6
Central	3,400	15	2.9	7,600	32	4.4
Southeast	3,500	22	3.7	8,900	54	4.4
West	3,900	17	3.5	8,900	39	4.8
Metropolitan status						
Urban	4,100	23	2.2	9,700	51	3.9
Suburban	3,900	18	2.9	9,900	44	4.5
Rural	4,900	14	4.5	11,200	31	5.2
Instructional level[1]						
Elementary	7,200	15	2.9	18,400	36	3.9
Secondary	5,500	22	3.7	12,000	46	5.5
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	2,500	12	2.8	6,000	28	4.4
300 - 999	8,500	18	3.1	21,000	42	4.3
1,000 or more	1,900	30	4.4	3,900	57	6.4
Percentage of students eligible for free or reduced-price lunches						
10 or less	2,600	15	3.7	6,200	34	4.4
11 - 40	5,700	17	3.0	14,100	40	5.0
41 or more	4,400	20	3.3	10,200	45	4.1

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Numbers may not add to totals because of rounding. Mean number of partnerships is based on number of partnerships in public schools with partnerships.

Table 2.--Number and percentage of education partnerships in school years 1983-84 and in 1987-88, by school characteristic: United States, 1987-88

School characteristic	1983-84		1987-88	
	Number of partnerships	Percent of partnerships	Number of partnerships	Percent of partnerships
Total	42,200	100	140,800	100
Region				
Northeast	6,000	14	24,700	18
Central	9,800	23	33,800	24
Southeast	12,700	30	39,100	28
West	13,700	32	43,100	31
Metropolitan status				
Urban	9,000	21	38,100	27
Suburban	11,400	27	44,200	31
Rural	21,800	52	58,500	42
Instructional level[1]				
Elementary	20,900	50	71,600	51
Secondary	20,100	48	66,500	47
Combined	(2)	(2)	(2)	(2)
School enrollment				
Less than 300	6,900	16	26,400	19
300 - 999	26,900	64	89,500	64
1,000 or more	8,400	20	24,900	18
Percentage of students eligible for free or reduced-price lunches				
10 or less	10,600	25	27,200	19
11 - 40	17,200	41	71,100	51
41 or more	14,500	34	41,400	29

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Numbers may not add to totals and percentages may not add to 100 because of rounding.

Table 3.--Percentage of education partnerships providing support through various means in school years 1983-84 and 1987-88, by school characteristic: United States, 1987-88

School characteristic	Goods and services		Money		Both means	
	1983-84	1987-88	1983-84	1987-88	1983-84	1987-88
Total	52	57	26	22	22	21
Region						
Northeast	62	64	29	24	9	12
Central	51	54	27	24	23	22
Southeast	50	53	23	19	27	28
West	50	59	27	23	23	18
Metropolitan status						
Urban	69	69	18	11	14	20
Suburban	65	61	10	14	26	24
Rural	39	46	37	36	24	19
Instructional level[1]						
Elementary	61	66	17	16	22	19
Secondary	45	49	32	28	24	24
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	53	64	21	22	26	13
300 - 999	53	55	27	23	20	22
1,000 or more	45	56	28	19	27	24
Percentage of students eligible for free or reduced-price lunches						
10 or less	63	70	14	12	23	18
11 - 40	52	54	30	26	19	20
41 or more	47	54	30	23	24	23

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages may not add to 100 because of rounding.

Table 4.--Number and percentage of public school students directly involved in education partnerships, by school characteristic: United States, school year 1987-88

School characteristic	Students involved in education partnerships	
	Number (in thousands)	Percent
Total	9,300	24
Region		
Northeast	1,300	17
Central	1,700	18
Southeast	3,300	35
West	3,000	24
Metropolitan status		
Urban	3,500	28
Suburban	3,500	24
Rural	2,400	19
Instructional level[1]		
Elementary	5,700	27
Secondary	3,600	20
Combined	(2)	(2)
School enrollment		
Less than 300	700	19
300 - 999	6,400	25
1,000 or more	2,100	22
Percentage of students eligible for free or reduced-price lunches		
10 or less	1,800	18
11 - 40	4,300	24
41 or more	3,100	29

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Numbers may not add to totals because of rounding. Percentages of students are based on all public school students.

Table 5.--Percentage of sponsors of various types supporting education partnerships, by school characteristic: United States, school year 1987-88

School characteristic	Large businesses	Medium-size businesses	Small businesses	Business organizations (e.g. Chamber of Commerce)	Civic organization or service clubs	Colleges/ universities
Total	14	16	22	5	16	7
Region						
Northeast	14	17	11	6	20	12
Central	14	15	20	5	18	7
Southeast	17	20	25	5	12	4
West	11	12	26	5	17	6
Metropolitan status						
Urban	17	15	16	6	17	9
Suburban	16	18	21	4	16	7
Rural	10	14	26	5	17	6
Instructional level[1]						
Elementary	16	13	22	4	16	7
Secondary	12	19	22	6	18	7
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	9	10	30	3	14	9
300 - 999	15	15	20	6	17	6
1,000 or more	14	23	20	5	17	8
Percentage of students eligible for free or reduced-price lunches						
10 or less	12	15	18	4	19	9
11 - 40	14	16	25	6	17	6
41 or more	14	16	18	5	15	8

Table 5.--Percentage of sponsors of various types supporting education partnerships, by school characteristic: United States, school year 1987-88--continued

School characteristic	Government agencies	Foundations	Religious organizations	Individuals	Other
Total	7	3	1	8	1
Region					
Northeast	7	3	2	4	3
Central	7	5	1	6	2
Southeast	4	1	1	9	1
West	8	3	1	10	1
Metropolitan status					
Urban	6	2	3	6	2
Suburban	6	3	1	6	2
Rural	7	3	1	10	1
Instructional level[1]					
Elementary	8	3	1	9	1
Secondary	4	3	1	6	2
Combined	(2)	(2)	(2)	(2)	(2)
School enrollment					
Less than 300	8	3	1	11	2
300 - 999	7	3	1	8	2
1,000 or more	4	2	1	3	1
Percentage of students eligible for free or reduced-price lunches					
10 or less	7	5	0	9	1
11 - 40	5	3	1	7	1
41 or more	9	2	2	9	3

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages may not add to 100 because of rounding.

Table 6.--Percentage of public schools participating in education partnerships supported by various types of sponsors, by school characteristic: United States, school year 1987-88

School characteristic	Large businesses	Medium-size businesses	Small businesses	Business organizations (e.g., Chamber of Commerce)	Civic organizations or service clubs	Colleges/ universities
Total	39	30	34	16	32	20
Region						
Northeast	34	22	22	17	37	35
Central	41	28	27	19	38	20
Southeast	48	39	46	14	27	11
West	33	26	34	16	30	21
Metropolitan status						
Urban	46	26	25	14	29	23
Suburban	37	34	34	16	33	18
Rural	35	30	41	18	35	19
Instructional level[1]						
Elementary	39	27	31	12	32	20
Secondary	40	34	36	23	34	20
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	29	26	37	14	31	25
300 - 999	40	28	33	16	32	17
1,000 or more	53	42	33	22	35	28
Percentage of students eligible for free or reduced-price lunches						
10 or less	32	30	29	16	36	20
11 - 40	42	33	35	20	31	19
41 or more	40	26	33	13	31	22

Table 6.--Percentage of public schools participating in education partnerships supported by various types of sponsors, by school characteristic: United States, school year 1987-88--continued

School characteristic	Government agencies	Foundations	Religious organizations	Individuals	Other
Total	18	10	3	9	4
Region					
Northeast	20	11	6	7	7
Central	16	15	3	5	4
Southeast	11	5	3	9	2
West	26	11	3	13	4
Metropolitan status					
Urban	13	7	6	8	3
Suburban	19	12	1	7	4
Rural	21	12	3	11	4
Instructional level[1]					
Elementary	18	11	3	9	2
Secondary	17	10	3	8	6
Combined	(2)	(2)	(2)	(2)	(2)
School enrollment					
Less than 300	22	9	4	12	5
300 - 999	18	11	3	8	3
1,000 or more	15	11	5	6	6
Percentage of students eligible for free or reduced-price lunches					
10 or less	19	15	0	7	4
11 - 40	18	10	4	9	3
41 or more	18	8	5	10	4

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on public schools with partnerships in school year 1987-88 (40 percent of public schools). Percentages do not add to 100 because schools can have more than one type of sponsor.

Table 7.--Percentage of education partnerships initiated by various sources, by school characteristic: United States, school year 1987-88

School characteristic	District (LEA) superintendent	District (LEA) partnership coordinator	Principal	Teacher	Sponsor	Other
Total	12	14	32	17	15	9
Region						
Northeast	16	7	34	14	17	5
Central	10	16	31	14	16	12
Southeast	11	12	35	18	12	10
West	11	17	28	20	16	9
Metropolitan status						
Urban	12	15	37	16	9	11
Suburban	8	15	30	18	16	9
Rural	14	12	29	17	18	9
Instructional level[1]						
Elementary	12	15	36	18	13	7
Secondary	12	13	25	17	18	12
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	12	16	31	17	15	9
300 - 999	10	13	33	18	15	10
1,000 or more	18	15	29	15	13	9
Percentage of students eligible for free or reduced-price lunches						
10 or less	11	13	35	16	15	10
11 - 40	9	14	33	16	15	12
41 or more	16	14	27	20	16	6

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages may not add to 100 because of rounding.

Table 8.--Percentage of public schools participating in education partnerships initiated by various sources, by school characteristic: United States, school year 1987-88

School characteristic	District (LEA) superintendent	District (LEA) partnership coordinator	Principal	Teacher	Sponsor	Other
Total	24	24	51	23	23	12
Region						
Northeast	20	14	48	23	21	14
Central	27	21	56	22	28	12
Southeast	25	33	55	23	21	10
West	23	25	46	24	21	11
Metropolitan status						
Urban	25	31	52	20	17	14
Suburban	19	24	49	24	28	12
Rural	28	19	52	26	23	10
Instructional level[1]						
Elementary	22	24	54	22	22	10
Secondary	27	25	47	26	24	14
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	25	20	55	19	26	13
300 - 999	21	24	51	24	22	11
1,000 or more	39	30	50	25	20	16
Percentage of students eligible for free or reduced-price lunches						
10 or less	21	17	58	22	19	15
11 - 40	24	24	50	23	25	14
41 or more	27	30	49	24	21	7

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages do not add to 100 because schools can have more than one partnership. Percentages are based on public schools with partnerships (40 percent of all public schools).

Table 9.--Percentage of education partnerships providing various types of support, by school characteristic: United States, school year 1987-88

School characteristic	Awards/ scholar-ships/ incentives for students	Work-studies or summer employment for students	Academic tutoring of students	Assistance for students with special needs	Guest speakers, demonstrations, use of partners' facilities, including tours	Computers, other equipment, or books
Total	44	11	12	17	45	14
Region						
Northeast	59	10	21	13	40	14
Central	44	9	7	16	41	12
Southeast	40	11	12	20	49	16
West	40	13	10	18	46	13
Metropolitan status						
Urban	42	9	19	18	49	15
Suburban	44	7	12	19	48	13
Rural	46	16	7	16	40	13
Instructional level[1]						
Elementary	31	4	13	19	46	16
Secondary	57	18	10	15	45	12
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	36	13	8	16	50	13
300 - 999	45	9	13	17	42	15
1,000 or more	51	17	11	18	50	11
Percentage of students eligible for free or reduced-price lunches						
10 or less	49	11	7	21	44	14
11 - 40	45	10	12	13	45	12
41 or more	40	13	14	22	47	16

Table 9.--Percentage of education partnerships providing various types of support, by school characteristic: United States, school year 1987-88--continued

School characteristic	Contribute employees as teachers	Sponsor special awards for teachers or schools	Grants for teachers	Contribute to professional development of school staff	Serve on education committee/ task force	Other
Total	10	12	5	9	16	4
Region						
Northeast	9	9	5	15	16	3
Central	11	8	6	8	9	4
Southeast	10	17	6	9	21	6
West	9	12	5	7	16	3
Metropolitan status						
Urban	12	18	4	10	17	5
Suburban	12	12	8	11	15	5
Rural	7	8	5	8	15	3
Instructional level[1]						
Elementary	11	13	6	10	14	6
Secondary	9	12	5	9	18	2
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	10	9	4	7	16	3
300 - 999	10	12	6	10	14	5
1,000 or more	9	17	6	11	21	1
Percentage of students eligible for free or reduced-price lunches						
10 or less	10	12	7	12	15	4
11 - 40	10	11	5	9	15	4
41 or more	9	13	5	9	17	5

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages may not add to 100 because of rounding.

Table 10.--Percentage of schools participating in education partnerships providing various types of support, by school characteristic: United States, school year 1987-88

School characteristic	Awards/ scholar-ships/ incentives for students	Work-studies or summer employment for students	Academic tutoring of students	Assistance for students with special needs	Guest speakers, demonstrations, use of partners' facilities, including tours	Computers, other equipment, or books
Total	62	23	30	40	73	42
Region						
Northeast	60	16	38	29	65	33
Central	61	23	23	42	74	40
Southeast	67	23	32	45	77	47
West	58	25	29	41	70	43
Metropolitan status						
Urban	63	21	42	46	80	41
Suburban	57	14	30	42	72	41
Rural	64	31	19	34	67	43
Instructional level[1]						
Elementary	60	11	32	39	70	44
Secondary	64	40	26	42	77	38
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	58	28	23	39	73	40
300 - 999	60	18	30	37	70	42
1,000 or more	74	38	39	56	86	44
Percentage of students eligible for free or reduced-price lunches						
10 or less	58	21	16	43	69	42
11 - 40	61	23	33	35	74	40
41 or more	64	24	34	45	72	45

Table 10.--Percentage of schools participating in education partnerships providing various types of support, by school characteristic: United States, school year 1987-88--continued

School characteristic	Contribute employees as teachers	Sponsor special awards for teachers or schools	Grants for teachers	Contribute to professional development of school staff	Serve on education committee/ task force	Other
Total	23	33	16	28	34	13
Region						
Northeast	28	25	15	38	24	5
Central	21	30	20	26	29	13
Southeast	24	43	14	25	43	16
West	22	31	14	26	36	13
Metropolitan status						
Urban	25	41	11	31	39	14
Suburban	29	33	19	33	29	13
Rural	17	26	16	21	34	12
Instructional level[1]						
Elementary	21	33	16	30	31	16
Secondary	27	33	16	26	39	8
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	22	26	14	25	37	11
300 - 999	22	32	16	28	31	15
1,000 or more	30	48	18	36	45	5
Percentage of students eligible for free or reduced-price lunches						
10 or less	19	31	16	32	26	11
11 - 40	27	32	15	28	35	13
41 or more	20	37	15	26	38	14

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on public schools participating in education partnerships (40 percent of all public schools). Percentages do not add to 100 because schools can participate in partnerships providing more than one type of support.

Table 11.–Percentage of public school principals indicating an interest in increased education partnership support of various types, by school characteristic: United States, school year 1987-88

School characteristic	Awards/ scholar-ships/ incentives for students	Work-studies or summer employment for students	Academic tutoring of students	Assistance for students with special needs	Guest speakers, demonstrations, use of partners' facilities, including tours	Computers, other equipment, or books
Total	52	19	33	26	39	45
Region						
Northeast	43	14	29	26	50	46
Central	48	21	29	29	39	44
Southeast	61	16	38	26	34	44
West	50	22	33	25	36	46
Metropolitan status						
Urban	53	18	47	31	33	43
Suburban	50	13	26	27	47	42
Rural	52	26	26	22	36	49
Instructional level[1]						
Elementary	49	10	36	28	40	49
Secondary	55	31	27	25	36	39
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	47	24	32	21	29	48
300 - 999	52	16	33	28	44	46
1,000 or more	56	28	32	27	25	35
Percentage of students eligible for free or reduced-price lunches						
10 or less	44	20	23	30	43	40
11 - 40	49	21	30	21	39	46
41 or more	59	16	43	32	35	47

Table 11.--Percentage of public school principals indicating an interest in increased education partnership support of various types, by school characteristic: United States, school year 1987-88--continued

School characteristic	Contribute employees as teachers	Sponsor special awards for teachers or schools	Grants for teachers	Contribute to professional development of school staff	Serve on education committee/ task force	Other
Total	11	16	23	23	6	3
Region						
Northeast	14	15	21	29	5	2
Central	10	13	22	28	6	4
Southeast	7	21	20	18	7	3
West	12	14	28	20	6	2
Metropolitan status						
Urban	9	16	20	17	6	4
Suburban	16	16	23	26	4	4
Rural	7	16	25	25	8	0
Instructional level[1]						
Elementary	12	15	25	21	6	4
Secondary	8	18	21	26	6	1
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	10	16	25	26	8	1
300 - 999	11	14	23	21	5	3
1,000 or more	7	28	19	26	9	2
Percentage of students eligible for free or reduced-price lunches						
10 or less	12	18	21	33	4	6
11 - 40	13	15	26	25	5	2
41 or more	6	16	21	14	8	2

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on public schools with partnerships (40 percent of all public schools). Percentages do not add to 100 because schools selected three types of support they would most like to see increased. Percentages may not add to 300 because of rounding.

Table 12.--Percentage of education partnerships targeting various areas, by school characteristic: United States, school year 1987-88

School characteristic	Math or science	Reading or writing	Civic or character education	Arts or humanities	Career awareness	Dropout prevention	Disadvantaged	Drug prevention
Total	12	12	16	7	17	5	4	7
Region								
Northeast	19	18	15	7	11	2	2	4
Central	10	12	16	9	13	4	3	5
Southeast	14	11	14	7	17	6	6	8
West	9	10	19	7	22	6	4	8
Metropolitan status								
Urban	16	15	19	6	18	6	5	6
Suburban	12	13	16	6	15	4	3	7
Rural	11	9	14	9	17	4	4	7
Instructional level[1]								
Elementary	14	17	19	9	12	3	4	7
Secondary	12	7	13	5	22	7	3	6
Combined	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment								
Less than 300	11	15	19	7	17	3	2	8
300 - 999	13	12	16	8	15	4	4	6
1,000 or more	13	10	14	7	22	9	4	6
Percentage of students eligible for free or reduced-price lunches								
10 or less	15	12	21	10	17	4	2	7
11 - 40	13	11	15	6	18	5	3	6
41 or more	9	13	14	7	14	5	6	7

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages may not add to 100 because of rounding.

Table 13.--Percentage of schools participating in education partnerships targeting various areas, by school characteristic: United States, school year 1987-88

School characteristic	Math or science	Reading or writing	Civic or character education	Arts or humanities	Career awareness	Dropout prevention	Disadvantaged	Drug prevention
Total	31	32	41	20	35	13	11	21
Region								
Northeast	39	49	37	23	25	6	7	15
Central	30	30	44	22	34	12	11	19
Southeast	31	29	36	18	40	14	15	22
West	26	28	45	19	36	16	11	26
Metropolitan status								
Urban	33	35	40	17	34	14	12	14
Suburban	30	34	44	21	32	12	8	24
Rural	30	28	39	22	38	13	13	26
Instructional level[1]								
Elementary	31	42	41	22	26	9	11	19
Secondary	31	19	41	17	48	18	13	24
Combined	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment								
Less than 300	32	41	41	19	33	12	11	27
300 - 999	29	32	40	20	32	11	11	19
1,000 or more	39	21	45	25	53	23	15	24
Percentage of students eligible for free or reduced-price lunches								
10 or less	36	32	52	22	32	11	6	18
11 - 40	33	31	40	18	36	14	10	23
41 or more	24	35	35	22	34	13	17	20

[1] Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2] Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on schools with partnerships (40 percent of all schools). Percentages do not add to 100 because schools can participate in more than one partnership.

Table 14.--Percentage of public school principals indicating a preference for increased private support targeting various areas, by school characteristic: United States, school year 1987-88

School characteristic	Math or science	Reading or writing	Civic or character education	Arts or humanities	Career awareness	Dropout prevention	Disadvantaged	Drug prevention
Total	46	45	39	29	38	37	20	43
Region								
Northeast	49	48	40	33	43	28	18	41
Central	47	41	42	27	39	26	25	43
Southeast	46	40	40	28	35	44	22	43
West	43	50	37	30	36	43	16	45
Metropolitan status								
Urban	51	47	41	20	41	37	23	38
Suburban	45	43	43	37	34	36	19	42
Rural	43	44	34	29	39	37	18	49
Instructional level[1]								
Elementary	51	51	43	36	29	28	22	37
Secondary	39	34	34	18	51	49	17	51
Combined	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment								
Less than 300	49	49	41	29	32	29	22	43
300 - 999	47	45	40	30	37	36	20	43
1,000 or more	35	32	35	24	50	54	17	47
Percentage of students eligible for free or reduced-price lunches								
10 or less	47	44	43	41	39	26	14	41
11 - 40	43	39	40	27	40	40	22	46
41 or more	49	52	36	25	35	39	21	41

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on schools with partnerships (40 percent of all schools). Percentages do not add to 100 because schools indicated the three target areas for which they would like to see increased private support. Percentages may not add to 300 because of rounding.

Table 15.--Percentage of schools ranking various reasons for decision to become involved in education partnerships as most important, by school characteristic: United States, school year 1987-88

School characteristic	Supplement curriculum/ staff	Foster community school cooperation	Provide incentives/ rewards for students	Provide rewards/ training for teachers	State policy/ incentives for participation	Provide additional equipment or facilities
Total	23	32	27	6	1	11
Region						
Northeast	28	29	22	8	1	12
Central	21	25	33	8	0	12
Southeast	20	39	26	3	1	13
West	23	33	26	6	3	9
Metropolitan status						
Urban	23	35	25	5	1	11
Suburban	25	35	24	5	1	10
Rural	19	27	31	7	3	13
Instructional level[1]						
Elementary	21	36	26	4	1	12
Secondary	25	27	29	9	1	10
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	16	33	30	5	2	15
300 - 999	24	32	27	6	1	10
1,000 or more	24	34	24	6	1	11
Percentage of students eligible for free or reduced-price lunches						
10 or less	21	36	20	10	1	11
11 - 40	24	29	28	5	1	12
41 or more	21	33	30	4	3	10

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on public schools with partnerships (40 percent of all public schools). Percentages may not add to 100 because of rounding.

Table 16.--Percentage of public schools providing various services or resources for sponsors of education partnerships, by school characteristic: United States, school year 1987-88

School characteristic	Provide any service for sponsors	Use of facilities or equipment	Assistance of school staff (e.g., basic skills, training)	Recognition program	Other
Total	95	66	42	74	12
Region					
Northeast	96	72	48	65	8
Central	93	69	47	69	11
Southeast	96	61	37	85	13
West	94	65	40	73	15
Metropolitan status					
Urban	92	63	40	73	15
Suburban	97	66	42	78	10
Rural	95	69	45	72	12
Instructional level[1]					
Elementary	94	63	41	77	13
Secondary	96	71	44	71	11
Combined	(2)	(2)	(2)	(2)	(2)
School enrollment					
Less than 300	96	75	53	67	16
300 - 999	94	64	39	77	11
1,000 or more	94	66	44	72	14
Percentage of students eligible for free or reduced-price lunches					
10 or less	97	68	42	72	9
11 - 40	95	69	43	76	13
41 or more	92	62	42	72	13

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on all public schools with education partnerships (40 percent of all public schools). Percentages do not add to 100 because schools can provide more than one type of service or resource for their sponsors.

Table 17.--Percentage of public schools indicating there is a district employee with primary responsibility for building and sustaining education partnerships, percentage indicating partnership programs have a built-in evaluation system, and percentage indicating sponsors are involved in policy development affecting their schools, by school characteristic: United States, school year 1987-88

School characteristic	District employee responsible for building and sustaining partnerships	Partnership program has built-in evaluation system	Sponsors involved in policy development affecting school
Total	49	45	28
Region			
Northeast	42	47	18
Central	37	43	33
Southeast	59	46	30
West	54	45	28
Metropolitan status			
Urban	68	48	27
Suburban	49	47	26
Rural	33	41	31
Instructional level[1]			
Elementary	50	44	25
Secondary	47	48	32
Combined	(2)	(2)	(2)
School enrollment			
Less than 300	30	46	31
300 - 999	54	45	26
1,000 or more	53	46	36
Percentage of students eligible for free or reduced-price lunches			
10 or less	40	44	27
11 - 40	45	47	27
41 or more	62	44	29

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Data for combined schools are not reported as a separate school level because there were only 19 combined schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percentages are based on public schools with partnerships (40 percent of all public schools). Percentages may not add to 100 because of rounding.

Table 18.--Selected standard errors, by school characteristic

School characteristic	Percentage of public schools with partnerships in 1987-88		Number of partnerships in 1987-88		Mean number of partnerships per school	
	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error
Total	40	1.1	140,800	2,168.9	4.6	.3
Region						
Northeast	37	3.9	24,700	4,101.3	4.6	.6
Central	32	2.1	33,800	4,715.9	4.4	.5
Southeast	54	2.6	39,100	4,019.8	4.4	.4
West	39	2.6	43,100	6,588.9	4.8	.6
Metropolitan status						
Urban	51	2.6	38,100	4,43.1	3.9	.4
Suburban	44	2.7	44,200	5,464.3	4.5	.4
Rural	31	1.7	58,500	6,954.5	5.2	.6
Instructional level[1]						
Elementary	36	1.6	71,600	5,765.6	3.9	.3
Secondary	46	2.2	66,500	6,823.2	5.5	.5
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	28	1.7	26,400	3,563.6	4.4	.5
300 - 999	42	1.7	89,500	8,708.9	4.3	.4
1,000 or more	57	2.6	24,900	3,206.6	6.4	.7
Percentage of students eligible for free or reduced-price lunches						
10 or less	34	2.0	27,200	4,191.4	4.4	.4
11 - 40	40	1.6	71,100	8,394.9	5.0	.5
41 or more	45	3.2	41,400	5,861.6	4.1	.4

Table 18.--Selected standard errors, by school characteristic--continued

School characteristic	Percentage of partnerships sponsored by large business		Percentage of partnerships initiated by principals		Percentage of partnerships targeting dropout prevention	
	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error
Total	14	0.7	32	1.8	5	0.5
Region						
Northeast	14	3.4	34	7.0	2	0.6
Central	14	2.0	31	4.2	4	1.3
Southeast	17	1.8	35	3.3	6	1.2
West	11	1.1	28	2.6	6	1.6
Metropolitan status						
Urban	17	1.8	37	2.9	6	1.1
Suburban	16	1.8	30	2.7	4	1.3
Rural	10	1.7	29	3.3	4	1.0
Instructional level[1]						
Elementary	16	1.4	36	2.7	3	0.7
Secondary	12	1.2	25	3.1	7	1.4
Combined	(2)	(2)	(2)	(2)	(2)	(2)
School enrollment						
Less than 300	9	1.6	31	4.1	3	1.1
300 - 999	15	1.2	33	2.5	4	0.9
1,000 or more	14	3.5	29	3.8	9	1.6
Percentage of students eligible for free or reduced-price lunches						
10 or less	12	2.1	35	3.6	4	1.2
11 - 40	14	1.3	33	3.7	5	1.2
41 or more	14	1.5	27	3.1	5	1.2

Table 18.--Selected standard errors, by school characteristic--continued

School characteristic	Percentage of schools with partnerships targeting reading or writing		Percentage of partnerships providing grants for teachers	
	Estimate	Standard error	Estimate	Standard error
Total	32	1.7	5	0.7
Region				
Northeast	49	4.8	5	2.2
Central	30	4.2	6	1.2
Southeast	29	4.1	6	1.9
West	28	3.3	5	1.2
Metropolitan status				
Urban	35	2.9	4	0.9
Suburban	34	2.3	8	2.0
Rural	28	2.8	5	1.0
Instructional level[1]				
Elementary	42	2.6	6	0.9
Secondary	19	27	5	1.4
Combined	(2)	(2)	(2)	(2)
School enrollment				
Less than 300	41	4.4	4	1.3
300 - 999	32	2.6	6	1.1
1,000 or more	21	4.0	6	1.3
Percentage of students eligible for free or reduced-price lunches				
10 or less	32	4.5	7	1.8
11 - 40	31	3.0	5	1.0
41 or more	35	2.9	5	1.0

Table 18.--Selected standard errors, by school characteristic--continued

School characteristic	Percentage of schools indicating a preference for increased partnership support targeting drug prevention		Percentage of schools providing recognition programs for sponsors	
	Estimate	Standard error	Estimate	Standard error
Total	43	2.1	74	1.8
Region				
Northeast	41	5.4	65	5.9
Central	43	5.0	69	3.9
Southeast	43	3.4	85	2.3
West	45	3.3	73	3.1
Metropolitan status				
Urban	38	3.3	73	2.9
Suburban	42	3.2	78	2.4
Rural	49	4.6	72	3.6
Instructional level[1]				
Elementary	37	2.6	77	2.5
Secondary	51	3.9	71	2.4
Combined	(2)	(2)	(2)	(2)
School enrollment				
Less than 300	43	5.2	67	4.5
300 - 999	43	2.6	77	2.2
1,000 or more	47	4.6	72	3.2
Percentage of students eligible for free or reduced-price lunches				
10 or less	41	4.6	72	3.7
11 - 40	46	2.8	76	2.8
41 or more	41	4.1	72	2.3

[1]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools include all schools in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools include those schools in which the lowest grade is less than 6 and the highest grade is greater than 8.

[2]Estimates and standard errors for combined schools are not reported. Data for combined schools are also not reported elsewhere in this report because there were only 19 combined schools in the sample.

Table 19.--Universe size and number of respondents to the survey of education partnerships in public schools, by school characteristics: United States, school year 1987-88

	Universe	Respondents	Respondents with partnership in 1987-88
Total[1]	77,640	1,495	666
Region			
Northeast	14,371	270	109
Central	23,481	404	146
Southeast	16,596	364	208
West	23,192	457	203
Metropolitan status			
Urban	19,196	449	250
Suburban	22,688	484	228
Rural	35,756	562	188
Instructional level[2]			
Elementary	50,625	822	317
Secondary	26,007	654	341
Combined	1,007	19	8
School enrollment			
Less than 300	21,435	390	112
300 - 999	49,377	784	362
1,000 or more	6,827	321	192
Percentage of students eligible for free or reduced-price lunches			
10 or less	18,531	379	152
11 - 40 percent	35,231	666	306
41 or more	23,877	450	208

[1]The total sample size was 1,574. Of these, 1,551 schools were eligible for the survey. (Most of the 23 ineligible schools had closed.) Four percent, or 56 of the eligible schools, did not participate in the survey, leaving 1,495 schools in the sample.

[2]Elementary schools include all schools in which the lowest grade is less than 6 and the highest grade is less than 9; secondary schools are those in which the lowest grade is greater than 5 and the highest grade is greater than 6; combined schools are those in which the lowest grade is less than 6 and the highest grade is greater than 8.

SURVEY FORM

FAST RESPONSE SURVEY SYSTEM (FRSS)

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208-1308

OMB No. 1850-0625
App. Exp. 12/88

SURVEY ON EDUCATION PARTNERSHIPS

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Definition: For the purposes of this survey, an education partnership is a cooperative endeavor between a public school or school district and an outside sponsor, i.e., organizations or individuals whose primary focus is not elementary/secondary education. Such sponsors may include businesses, civic groups, colleges or universities, foundations, government agencies, individuals, or other entities. In a partnership, an arrangement is made to share resources (including human, material, or financial) with the ultimate objective of promoting students' learning. (See Question 7 for examples of types of partnerships.) *Although PTAs and parent volunteers are important resources, they are not to be included in this study. Also, do not include business involvement with vocational education programs.*

1. Did your school participate in any education partnerships in 1983-84? ☐ Yes; ☐ No. (If no, Skip to Question 2)
   If yes, how many partnerships provided support through: Goods/services only _____; Money contributions only _____; Both _____?

2. Is your school participating in any education partnerships in 1987-88? ☐ Yes; ☐ No. (If no, Skip to Question 16)
   If yes, how many partnerships provided support through: Goods/services only _____; Money contributions only _____; Both _____?

3. Is there a district employee with primary responsibility for building and sustaining partnerships? ☐ Yes; ☐ No.

4. For each type of sponsor listed below, please indicate the number supporting education partnerships with your school in 1987-88.

Sponsor	Number of sponsors	Sponsor	Number of sponsors
a. Large businesses (more than 500 employees)		e. Civic organizations or service clubs	
b. Medium size businesses (50 to 500 employees)		f. Colleges or universities	
c. Small businesses (fewer than 50 employees)		g. Government agencies	
d. Business organizations (e.g., Chamber of Commerce)		h. Foundations	
		i. Religious organizations	
		j. Individuals	
		k. Other (Specify) _____	

5. Of the partnerships in existence in your school in 1987-88, how many were initiated by each of the following:

a. District (LEA) superintendent		d. Teacher	
b. District (LEA) coordinator for partnerships		e. Sponsor	
c. Principal		f. Other (Specify) _____	

6. What percent of the students in your school were directly involved in at least one of these partnerships in 1987-88? (Percent should be based upon unduplicated counts. A student involved in more than one partnership should be counted only once.) _____%

7. Listed below are several types of support provided through education partnerships. Enter the number of partnerships providing each type of support in 1987-88. (Partnerships providing more than one type of support should be counted for each type of support they provide.)

	Number of partnerships		Number of partnerships
a. Sponsoring special awards, scholarships, or incentives for students		f. Donating computers, other equipment, books, etc. (Do not include band or athletic equipment)	
b. Providing work-studies or summer employment for students		g. Contributing employees as teachers	
c. Academic tutoring of students		h. Sponsoring special awards for teachers or schools	
d. Assisting students with special needs (other than tutoring)		i. Providing grants for teachers	
e. Providing guest speakers, special demonstrations, or use of partners' facilities or equipment, including tours		j. Contributing to professional development of school staff (other than grants)	
		k. Serving on education committee/task force	
		l. Other (Specify) _____	

8. Which types of support in Question 7 would you most like to see increased in the future?
   List the letters for the three most important. _____ _____ _____

9. How many of your school's partnerships in 1987-88 were targeted for each area listed below? (Count each partnership only once.)
   a. Math/science _____; d. Arts/humanities _____; g. Disadvantaged _____
   b. Reading/writing _____; e. Career awareness _____; h. Drug prevention _____
   c. Civic/character education _____; f. Dropout prevention _____;

10. In which three target areas in Question 9 would you most like to see increased private support?
    List the letters for the three most important. _____ _____ _____

11. Listed below are six reasons schools may become involved in education partnerships. Please indicate the relative importance of these reasons in your school's decision to become involved in partnerships by ranking the reasons, in order of priority, from 1 to 6. (1 = Most important, 2 = Second most important, etc.) Use "NA" if the reason does not apply to your school.

a. Supplement curriculum/staff		d. Provide rewards or training for teachers	
b. Foster school-community cooperation		e. State policy and/or incentives for participation	
c. Provide incentives/rewards for students		f. Provide additional equipment/facilities	

12. Which of the following services/resources does your school provide to sponsors in 1987-88? (Check all that apply)
    a ☐ Use of school facilities or equipment
    b ☐ Assistance of school staff (e.g., basic skills training)
    c ☐ Recognition program
    d ☐ Other (specify) _____

13. Does your partnership plan have a built-in evaluation system? ☐ Yes; ☐ No.

14. Are outside sponsors involved in policy development affecting your school? ☐ Yes; ☐ No.

15. How do your school's current partnerships compare with the kinds of activities that your school and community have traditionally done together?
    ☐ Similar; ☐ Different; ☐ Don't know.

16. Is the area served by your school primarily ☐ Urban; ☐ Suburban; ☐ Rural?

17. What is your 1987-88 enrollment? _____

18. What percent of your students are eligible for free or reduced price lunches? _____%

Name: _____ Title: _____

School: _____ State: _____ Phone: (_____) _____

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